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ABSTRACT

A Committee on Transfer of Credits was asked to (1) identify courses numbered and classified at different levels by various units of the University System and to recommend at what level they should be accepted for transfer; (2) analyze lower division courses prerequisite to a bachelor's degree and, where they differed, to suggest ways to ease transfer of credit among all units. The second task resulted in development of a core curriculum, whose absence had been a great problem for the junior colleges. All units submitted examples of their own transfer problems. The Committee also studied catalogs, matching hypothetical cases to different requirements, and received recommendations from academic committees. Most schools were found to require courses in the humanities, natural science, mathematics, a laboratory science, social science, and introductory work in the student's major. While establishing this core curriculum, the Committee tried also to (1) preserve the school's right to its own curriculum development and experimentation and (2) allow students to change or delay choice of their major. When the lower-division subject areas, quarterly course loads, credit hours, exceptions, provisions for revision, etc. were determined, each member unit was asked to develop its programs accordingly. A committee, mostly of registrars, worked out details of implementing the new articulation procedures, including counseling students that certain 4-year programs require specialized courses at the junior college level. (HH)

UNIVERSITY SYSTEM OF GEORGIA
Atlanta 30334

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

# UNIVERSITY SYSTEM CORE CURRICULUM

## SUMMARY STATEMENT

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### Introduction

The Core Curriculum of the University System of Georgia was established for the general purpose of aiding and facilitating the educational progress of students as they pursue baccalaureate degrees within and among the units of the University System. It represents an effort to deal effectively with increasing curricular problems of students which result from increased enrollment at institutions of higher education, increased number and percentage of students enrolled in junior colleges, increased mobility of student population, increased number and complexity of major fields of studies offered by senior units, and increased problems related to transfer of credit among units of the University System.

### The Core Curriculum Content

The core curriculum is composed of ninety quarter credit hours in the four areas of study as indicated below.

| Areas of Study | Quarter Credit Hours |
|---|---|
| I. Humanities, including, but not limited to, grammar and composition and literature | 20 |
| II. Mathematics and the natural sciences, including, but not limited to, mathematics and a 10-hour sequence of laboratory courses in the biological or physical sciences | 20 |
| III. Social sciences, including, but not limited to, history and American government | 20 |
| IV. Courses appropriate to the major field of the individual student | 30 |
| TOTAL | 90 |

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The Core Curriculum has been developed within the University System as a joint effort between the System Committee on Transfer of Credit and the several standing academic committees. On January 20, 1966, the Chancellor appointed the Committee on Transfer of Credit and made two specific charges to the committee. The first was to identify specific courses that were numbered and classified at different levels by the various units of the University System, and to recommend the level at which these courses should be accepted for transfer of credit.

The second charge was to analyze lower division courses required by various senior colleges and universities for baccalaureate degrees, and where these requirements differ, to propose solutions which would facilitate the transfer of credit among all units of the University System. This second charge which has resulted in the development of the Core Curriculum has claimed the major portion of the attention and effort of the committee.

The remainder of this summary is devoted to a discussion of the work of the committee and to the resulting form of the Core Curriculum which has been adopted within the University System.

Procedure

The initial effort was concentrated toward defining and delimiting the overall problem within the University System. Specific examples of transfer of credit problems were requested from all units in the System by the Committee on Transfer of Credit and the Chancellor's staff. Most members of the committee had, over a period of years, been engaged in studying the lower division curricular requirements of colleges in the University System and had accumulated a considerable number of examples of problems arising over transfer of credit among the various units of the University System.

In addition, catalogues of the various units were studied and hypothetical cases were matched to the different requirements of various colleges for specific baccalaureate program. Academic committees and the Advisory Council also studied these problems and submitted information and recommendations to the Committee on Transfer of Credit.

As a result, a general concept of lower division course commonalities found throughout the units of the University System began to emerge. For example, it was found that with few exceptions all units required students enrolled in baccalaureate degree programs to take courses in the following fields: humanities including English composition and literature; natural sciences including mathematics and a two-course sequence in a laboratory science; and social sciences including history. In addition, some introductory courses related to the student's major field of study were required by all units in the University System.

In establishing the Core Curriculum for all units of the University System at the lower division level, two factors were continually considered. The first was the preservation of institutional autonomy to develop a prescribed curriculum, to experiment with innovative teaching techniques, and otherwise to conduct its curricular program as it is so charged to do by the Board of Regents; the second was the latitude necessary to allow the "undecided as to major" student or the student who changes his major objective, to make his decision throughout the first two years of his college enrollemnt with the least possible amount of penalty or hardship.

The advent of the junior college movement and the increased number of junior college transfer students require that provision be made to assure the institutional autonomy of junior colleges as well as that of senior colleges in development and administration of programs for their freshman

and sophomore students. The absence of appropriate guidelines such as those which are now provided by the Core Curriculum had tended to create a condition in which the junior colleges were placed in the extremely difficult position of attempting to provide curricular offerings to satisfy the lower division requirements in various baccalaureate degree programs offered by senior colleges. Although senior college lower division requirements for specific baccalaureate degree programs were similar, it was found that the slight differences where they existed caused considerable difficulty for many transfer students.

It was found that the number of quarter hours of credit generally accepted as constituting lower division or freshman-sophomore work leading to a baccalaureate degree was 95-105 hours in most institutions. The lower division course requirements offered were divided roughly on a two-thirds/one-third ratio between courses in general education and courses in major related fields of study. The few exceptions noted were in highly specialized fields of study which included a higher ratio of major related or professional courses at the lower division level. Since the normal quarterly course load for students in the University System is 15 academic hours credit, and in order to preserve what appears to be an acceptable division between general education courses and major related courses at the lower division level, the number of quarter hours in the Core in the area of general education was established at 60. This constitutes two-thirds of the normal lower-division academic requirements. It leaves one-third, or 30 hours of credit, at the lower division level to be devoted to courses related to the student's major field of study.

The designated academic areas of study within the 60-hour portion of the Core Curriculum comprise broad fields of study and are not limited to specific courses or course content. Hence each institution has the latitude of curricular

development within this flexible plan. The three following areas of study are included in and defined in the general education portion of the Core Curriculum: Humanities, 20 hours; Mathematics-Natural Science, 20 hours; and Social Science, 20 hours.

The remaining 30 hours in the Core Curriculum are devoted to work related to the student's major field of study. The requirements in this area of study are established by the Advisory Council upon recommendation of the appropriate academic committees and the Committee on Transfer of Credit.

In many fields of study the academic committees have identified broad areas of study instead of requiring specific courses, a procedure which provides additional latitude for each institution to develop its own curricular in the major related areas of study.

Implementation

The University System Core Curriculum was approved by the Advisory Council, January 17, 1967, and each member institution was requested to develop its Core Curriculum within the broad context of the approved core curriculum plan. Most units of the University System had established approved Core Curriculum programs by the beginning of the fall quarter, 1968.

In order to facilitate the transfer of credit for core courses and programs among the units of the University System, a committee composed primarily of registrars was appointed to work out the details of the procedure. The plan which emerged provides that each registrar in the System be given a compilation of all approved core programs and that the transcript of each student who transfers be evaluated with reference to the specific core curriculum of his former college. If the transferring student has not graduated from a junior college, he will be given credit for that portion of the approved core curriculum which he has completed and the

senior institution will require him to take the remaining credit hours in appropriate courses.

It is generally recognized that students will and should change majors when justified. However, these changes may lengthen the time spent in earning the baccalaureate degree. In order to complete the degree in the typical period of four academic years, a student should be counseled and encouraged to select a major as early in his studies as possible. If a sophomore student remains "undecided" as to a major after completion of the 60 hours in areas I, II, and III, it is recommended that careful counseling be given so that a maximum of courses taken in Area IV can be credited toward a major. It is suggested that the Area IV courses be confined to the offerings in any one of the B.A., B.S., or professional majors.

Procedure for Revising Requirements in Area IV

It is recognized that revision of the requirements related to the student's major field of study may be desirable from time to time. Necessary revisions in any of the Area IV requirements should be recommended by the appropriate academic committee for consideration by the Committee on Transfer of Credit and approval by the Advisory Council.

Specific Provisions

The following specific provisions are inherent in the implementation of the Core Curriculum.

1. Military and physical education requirements are to be over and above this core curriculum requirement of 90 hours.

2. Courses in the behavioral sciences which have laboratories may be considered in either the mathematics-natural science category (II) or the social science category (III). In order for a behavioral science course to be considered as satisfying the requirements under Area II, the course must have a laboratory period or periods as integral components, and be so described in the Catalogue of the institution

wishing to use the course in this way. The use of a behavioral science course in Area II would not alter in any way the requirement of "a 10-hour sequence of laboratory courses in the biological or physical sciences" or the requirement that mathematics be a required subject for all students.

3. Proficiency examinations in any of the core curriculum courses when successfully passed at a home institution (for course credit or exemption of courses) will be honored by the receiving institution.

4. Nothing in this core should be construed to mean that any specific course must be required, but rather demonstrated achievement in the core area as determined by the institution where the core of the fractional part thereof is taken shall be the intent of this core curriculum.

5. Foreign languages may be included in Area I. If it is not included in this area, all students in arts and sciences or any other fields requiring a foreign language for the baccalaureate degree should use courses in the major or related area (IV) to fulfill the language requirement.

6. In all courses requiring a laboratory in Area II above, the content and the length of the laboratory periods shall be determined by each institution, which determination shall be honored by a receiving institution.

7. Each institution is to determine whether its own students satisfy the core requirements. This determination shall then be honored by all other institutions as satisfying their requirements as well, if the core is completed. If only a fractional part is completed at the home or initial institution, the receiving institution shall give full credit for those hours taken, but shall determine which courses shall be taken to satisfy its (the receiving institution's) requirement up to the sixty-hour core total requirement.

8. It is recognized that certain programs at four-year institutions require specialized courses at the junior college level, and students should be so counseled.

# RECOMMENDATIONS OF THE UNIVERSITY SYSTEM ACADEMIC COMMITTEE FOR THE CONTENT OF AREA IV IN THE CORE CURRICULUM

## Agriculture

Biology. . . . . 10 hours
Courses in botany, chemistry, economics, mathematics, physics, statistics, zoology, agriculture, agricultural engineering, and forestry. . . . . 20 hours

## Agricultural Engineering

Mathematics. . . . . 20 hours
Courses in agricultural engineering, agronomy, or physics. . . . . 10 hours

## Art

Courses in foreign language or teacher education or elective courses appropriate to the goals of the art-oriented student . . . . . 10 hours
Courses in survey or art history, drawing, painting, basic design, or three-dimentional design . . . . . 20 hours

## Biological Sciences

Any suitable combination of courses in foreign language, chemistry, mathematics, and physics. Combination depends upon whether student included foreign language in Area I and what science and mathematics courses he included in Area II. He should have in his first two years at least 10 hours each in chemistry, mathematics, and biological sciences, and he should not have more than 20 hours in biological sciences.

## Business Administration

Courses dealing with economic principles and problems. . . . . 10 hours
Courses dealing with basic accounting principles and procedures. . . . . 10 hours
Elective courses . . . . . 10 hours
(Suggested areas for electives include: economic development, economic history, written or oral communication--not to include business mathematics)

## Chemistry

Foreign language (French, German, or Russian). . . . . .5-15 hours
Chemistry (general chemistry, qualitative and quantitative analysis) . . . . . 10-20 hours
Remaining hours should be in mathematics (through calculus) and physics (to include a one-year sequence of 15 hours)



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Dental Hygiene

Mathematics. . . . . 10 hours
Philosophy or psychology . . . . . 10 hours
General electives. . . . . 10 hours

Forestry

Botany or biology (elementary) . . . . . 10 hours
Physics (mechanics). . . . . 5 hours
Geology (physical) . . . . . 5 hours
Statistics (elementary). . . . . 5 hours
Plane surveying. . . . . 5 hours
(For any courses in this group that might not be available, substitutions may be made from mathematics, chemistry, physics, or the biological sciences.)

Geology

Geology. . . . . 8-10 hours
Chemistry, mathematics, or physics . . . . . .20-22 hours

Health and Physical Education

Study dealing with:
personal and human understandings, including the health sciences . . . . . 5 hours
Study dealing with:
historical, sociological and philosophical foundations of education or orientation to the health and physical education profession . . . . . 5 hours
Study dealing with:
understanding of the applied sciences of human anatomy and human physiology. . . . . 10 hours
Elective studies appropriate to the academic goals of the health and physical education teacher . . . . . 10 hours
(Colleges should refrain from offering in the first two years professional courses in education and/or major field, with the exception of the introductory course in education and/or major field.)

Home Economics

Behavioral sciences, including family relationships. . . . . 5-10 hours
Physical sciences (physics and chemistry). . . . . 5-15 hours
Courses in introductory clothing (5 hours), introductory foods (5 hours), and home furnishings (5 hours) should be included in freshman-sophomore years, if they are offered.

Journalism

| | |
|---|---|
| Foreign language | 10-20 hours |
| Courses in humanities, social sciences, and/or journalism | 10-20 hours |

Landscape Architecture

| | |
|---|---|
| Horticulture | 5 hours |
| Agricultural engineering | 5 hours |
| History or landscape architecture | 5 hours |
| Courses in art | 15 hours |

Languages and Literature

| | |
|---|---|
| Foreign language | 10 hours |
| Courses in any of the following areas: art, classics, drama, economics, history, journalism, music, philosophy, political science, psychology, sociology, and speech | 20 hours |

Mathematics

| | |
|---|---|
| Foreign language (French, German, or Russian) | 10 hours |
| Analytics and calculus | 20 hours |

Music

| | |
|---|---|
| Applied music | 12 hours |
| Courses in theory | 12 hours |
| Music literature survey | 2 hours |
| Musical organization (choir, band, etc.) | 6 hours |

Pharmacy-Pre

| | |
|---|---|
| Biological sciences | 10 hours |
| Chemistry and physics | 15 hours |
| Elective from humanities or social sciences | 5 hours |

Physics

| | |
|---|---|
| Courses in mathematics, chemistry, and physics (minimum coverage in mathematics should be differential and integral calculus, partial differentiation, line integrals, multiple integration, matrices, and determinants) | 30 hours |

Social Sciences

| | |
|---|---|
| Foreign language | 10-20 hours |
| Courses from the following areas: American and Georgia history, political science, geography, economics, sociology, psychology, and anthropology | 10-20 hours |

Speech and Drama

Foreign language . . . . . .10-20 hours
Speech and drama . . . . . 5-15 hours
Courses from the following areas (with no more than 10 hours in any one area): art, literature, economics, history, journalism, music, philosophy, political science, psychology, and sociology. . . . . 5-15 hours

Teacher Education

Study dealing with:
social and human understanding, including the behavioral sciences . . . . . 5 hours
Study dealing with:
historical, sociological, and philosophical foundations of education and orientation to the profession. . . . . 5 hours
Study dealing with:
understanding of the fine and applied arts of music, art, crafts, and drama . . . . . 5 hours
Elective studies appropriate to the academic goals of the prospective teacher . . . . . 15 hours

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# CORE CURRICULUM
# ABBREVIATIONS

## A

| | |
|---|---|
| Acc. | Accounting |
| Agr. Ec. | Agricultural Economics |
| Agr. Engr. | Agricultural Engineering |
| Agr. Husb. | Agricultural Husbandry |
| Agr. | Agriculture |
| Agron. | Agronomy |
| Anim. Sci. | Animal Science |
| Anth. | Anthropology |
| Arch. | Architecture |
| Art | Art |
| Ast. | Astronomy |

## B

| | |
|---|---|
| Bio. Sci. | Biological Science |
| Bio. | Biology |
| Bus. Ad. | Business Administration |
| Bus. Comm. | Eusiness Communications |
| Bus. Corr. | Business Correspondence |
| Bus. Ed. | Business Education |

## C

| | |
|---|---|
| Chem. | Chemistry |
| Computer Sci. | Computer Science |
| Creat. Wr. | Creative Writing |

## D

| | |
|---|---|
| Data Proc. | Data Processing |
| Dec. Math. | Decision Mathematics |
| Dist. Ed. | Distributive Education |
| Dra. | Drama |

## E

| | |
|---|---|
| Ec. | Economics |
| Ed. | Education |
| Elec. Tech. | Electrical Technology |
| Engr. | Engineering |
| Eng. | English |

## F

| | |
|---|---|
| For. Lang. | Foreign Language |
| For. | Forestry |
| Fr. | French |

## G

| | |
|---|---|
| Geog. | Geography |
| Geol. | Geology |
| Ger. | German |
| Govt. | Government |
| Graphic Arts | Graphic Arts |
| Tech. | Technology |

## H

| | |
|---|---|
| Health Ed. | Health Education |
| Hist. | History |
| Hort. | Horticulture |

## I

| | |
|---|---|
| Ind. Des. | Industrial Design |
| Ind. Mgt. | Industrial Management |
| Intro. Acc. | Introductory Accounting |

## J

| | |
|---|---|
| Journ. | Journalism |

## M

| | |
|---|---|
| Mgt. | Management |
| Mkt. | Marketing |
| Math. | Mathematics |
| Mech. | Mechanics |
| Metal Tech. | Metal Technology |
| M S | Military Science |
| Mus. | Music |

## N

| | |
|---|---|
| Nat. Sci. | Natural Science |

## O

| | |
|---|---|
| Off. Ad. | Office Administration |

## P

| | |
|---|---|
| Phil. | Philosophy |
| Phys. Ed. | Physical Education |
| Phys. Sci. | Physical Science |
| Phys. | Physics |
| Pol. Sci. | Political Science |
| Poul. Prod. | Poultry Production |
| Power Tech. | Power Technology |
| Prin. Inst. | Principal Instrument |
| Psy. | Psychology |

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CORE CURRICULUM ABBREVIATIONS (Continued)

R

| | |
|---|---|
| Rec. | Recreation |
| Rus. | Russian |

S

| | |
|---|---|
| Soc. Sci. | Social Science |
| Soc. Stud. | Social Studies |
| Soc. | Sociology |
| Span. | Spanish |
| Spch. | Speech |
| Stat. | Statistics |

T

| | |
|---|---|
| Tech. Draft. | Technical Drafting |
| Theat. | Theatre |

W

| | |
|---|---|
| Wood Tech. | Wood Technology |

Z

| | |
|---|---|
| Zoo. | Zoology |

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